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17. ABSTRACT (MAX. 250 WORDS)

After preliminary comments by the Secretary of Health, Education, and Welfare and the Commissioner of Education, the first working session focused on two types of school improvement programs. Prevention was emphasized in all Detroit projects, such as preschool, school-home involvement, reading instruction, curricular modification, cultural enrichment, and remedial programs, to correct environmental deficiencies of disadvantaged youth. The Higher Horizons program in New York placed special emphasis on raising the self-image of the pupil.

The second working session focused on progress and the prospect of meeting problems of juvenile delinquency through remedial education programs, inservice teacher education, cultural enrichment programs, school-community relations, and work-education programs.

In the fourth session, educational innovations and pilot action programs were presented including demonstration projects from New York's Mobilization for Youth, Cleveland's Community Action for Youth, and New Haven's Community Progress, Inc. The fifth session had as its subject "Delinquency Project Education Action Programs" and "Tentative Education Action Plans." Programs in Charleston, Chicago, Los Angeles, and Minneapolis were considered. Suggestions and recommendations were included.

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Preliminary Report

Conference on

SCHOOL PROGRAMS FOR JUVENILE DELINQUENCY PREVENTION AND CONTROL

October 30-31, 1963

Washington, D.C.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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--Juvenile Delinquency Unit
--U.S. Office of Education
--Department of Health, Education, and Welfare

ED002482

Educational Conference
School Programs for Delinquency Prevention and Control
P.L. 87-274
October 30-31, 1963
Washington, D.C.

AGENDA

Wednesday, October 30 Room 40071

Orientation Session

9:00 - 9.45
Presiding:
Mr. Ralph C. M. Flynt
Associate Commissioner
Bureau of Educational
Research and Development
U.S. Office of Education

Greetings and Comments
Secretary of Health, Education and
Welfare
Anthony J. Celebrezze

The Office of Education's concern in the field of delinquency prevention and control
Commissioner of Education
Francis Keppel

First Working Session

10:00 - 12:00
Presiding:
Dr. A. Harry Passow
Professor of Education
Teachers College
Columbia University

Overview of types of Great Cities School Improvement Programs
Dr. Carl Marburger, Director
Great Cities School Improvement Program
Detroit, Michigan

New York City's Higher Horizon Program: Its results and implications
Mr. Jacob Landers
Director, Higher Horizons Program
Board of Education, New York City

Reactor Panel:

Dr. Kenneth Polk
Director, Lane County Oregon
Youth Study Board

Mr. Cyril Tyson, Project Director
Harlem Youth Opportunities
Unlimited Inc.

Miss Margaret Gordon
Principal, Jacox Jr. High School
Norfolk, Virginia

Mr. John Pixley
Director, Providence Youth Progress
Board, Inc.

Discussion and Questions from other participants

Discussion Leader: Dr. David De Marche
Director, San Francisco
Delinquency Project

Second Working Session

1:30 - 4:30
Presiding:
Dr. Herbert Schueler
Director of Teacher Education
Hunter College

Progress and Prospect of Meeting Problems of Juvenile Delinquency through:

1. Remedial Education Programs

   Mr. Alva Dittrick
   Director, Cleveland Community Action for Youth, Inc.

2. Inservice Teacher Education Programs

   Dr. George Brain
   Superintendent, Baltimore Public Schools

3. Cultural Enrichment Programs

   Dr. Benetta Washington
   Principal, Cardozo High School
   Washington, D.C.

4. School-Community Relations

   Dr. W. Fred Totten
   Graduate Education Program
   Mott Foundation
   Flint Public Schools

Discussion
Discussion Leader: Dr. Alvin Loving
Project Director
Community Action for Detroit Youth

Thursday, October 31

Third Working Session

9:00 - 10:00
Presiding:
Dr. Alberta Baines
Assistant Superintendent
of Schools
Houston, Texas

Progress and Prospect of Meeting Problems of Juvenile Delinquency Through: (Cont.)

3. Work-Education Programs

Dr. George Weber
Coordinator of Youth Activities
U.S. Department of Labor

Discussion
Discussion Leader: Dr. Alvin Loving
Project Director
Community Action for
Detroit Youth

Fourth Working Session

10:15 - 12:00
Presiding:
Dr. Alberta Baines
Assistant Superintendent
of Schools
Houston, Texas

Educational Innovations and Pilot Action Programs of three Delinquency Demonstration Projects

New York

Mobilization for Youth
Dr. Abraham Tannenbaum
Education Coordinator, Mobilization for Youth, Inc.

Cleveland

Community Action for Youth
Mr. James Misch
Principal, Addison Jr. High School

New Haven

Community Progress, Inc.
Dr. Laurence Paquin
Superintendent of Schools
New Haven, Connecticut

Discussion and questions
Discussion Leader: Dr. Matthew Fitzgerald
District Superintendent
of Schools
Chicago, Illinois

Fifth Working Session

1:15 - 3:15
Presiding:
Dr. Sam Shepard, Jr.
Assistant Superintendent
Banneker Group
St. Louis Public Schools

Subject: Delinquency Project Education Action Programs and Tentative Education Action Plans

Brief reports from four cities:

Charleston
Mrs. Martha Wilson
Chief Education Consultant
Charleston Youth Community, Inc.

Chicago
Mr. Frank Shuler
Project Director
Chicago Joint Youth Development Committee

Los Angeles
Mr. John W. Landrum
Educational Coordinator of Youth Opportunities
Youth Opportunities Board of Greater Los Angeles

Minneapolis
Mr. Donald Bevis
Educational Planner
Minneapolis Program Planning Project for Youth Development Services

Reactor Panel:

Mr. Jack R. Goldberg
Director, Washington Action for Youth Programs

Mr. Harold Hudzlip
Educational Specialist
Boston Community Development Program

Mrs. Lee Katz
Educational Consultant
Syracuse Mayor's Commission for Youth

Mrs. Eunice Clarke
Coordinator of Special Programs
College of Education, Temple University
Philadelphia, Pa.

Miss Mary Summerfield
Principal, Gillespie Jr. High School
Philadelphia, Pa.

Concluding Session

3:30 - 4:30
Presiding:
Dr. Eric R. Baber
Assistant Commissioner
Division of Elementary
and Secondary Education

Overview, suggestions, and recommendations

Dr. Sanford Kravitz
Coordinator of Demonstration Programs
President's Committee on Juvenile Delinquency

Mr. Bernard Russell
Director, Office of Juvenile Delinquency
and Youth Development,
Department of Health, Education and Welfare

Adjournment

4:30

Educational Conference
SCHOOL PROGRAMS FOR DELINQUENCY PREVENTION AND CONTROL

Public Law 87-274
October 30-31, 1963
Room 40071
U.S. Office of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

This is a preliminary report addressed to the persons attending and participating in the conference. A full report including papers presented will be distributed later in the form of a U.S. Office of Education monograph.

Wednesday, October 30 -- Orientation Session

The conference on School Programs for Delinquency Prevention and Control was opened by Mr. Ralph C. M. Flynt, Associate Commissioner for Educational Research and Development, who served as chairman of the orientation session. Mr. Flynt extended a welcome to conferees on behalf of the U.S. Office of Education and the President's Committee on Juvenile Delinquency and Youth Crime. He then presented the Secretary of Health, Education, and Welfare, Mr. Anthony J. Celebrezze, and the U.S. Commissioner of Education, Mr. Francis Keppel.

Secretary Celebrezze called attention to the need for a massive drive on the cause and prevention of juvenile delinquency. He expressed hope for better coordination of efforts in this field and stated that more substantial achievements are dependent upon a direct frontal attack undertaken in a spirit of cooperation. He pointed out that closer coordination and prevention of duplicated effort between the schools and other agencies in our cities are needed in order to successfully resolve problems involved in the prevention and control of juvenile delinquency. Secretary Celebrezze expressed pleasure in seeing the conferees in Washington for the purpose of sharing information and making suggestions for higher accomplishment of national purpose.

Commissioner Keppel stated that education cannot permit itself to be isolated from the social forces of its time and from the social groups that deal with these forces. Educators must reforge alliances that were in good working order fifty years ago--the alliances of social reform that existed in the earlier part of the century. In doing so, overlapping which sometimes takes place in the U.S. Office of Education and in other parts of the Government should be avoided. This can be accomplished only by united collaborative effort.

First Working Session

Great Cities School Improvement Programs

Dr. A. Harry Passow of Teachers College, Columbia University, introduced the two speakers.

Dr. Carl Marburger of Detroit stated that disadvantaged youth and alienated adults are not a contemporary phenomenon. Prior to the 1940's such persons were dispersed throughout rural areas or lived in ghettos and were effectively overlooked or ignored. In more recent years the ebb and flow of the rootless has created a major population shift as rural families by the thousands have congregated in the large cities. By 1950, one child in ten in the Great Cities was considered to be a child with limited background. By 1960, this figure had grown to one in three and by 1970 it is expected that one child in two will bring varying degrees of disablement to the school. The disadvantaged are those who have been systematically deprived of equal educational opportunity -- equal economic opportunity -- equal civic opportunity -- those deprived by discrimination and prejudice, by exploitation, and by a growing indifference to social responsibility in our democratic society. Constant depression is their lot. Children from such homes reflect indifference to responsibility, non-purposeful activity, poor health habits, inadequate communication skills and many other adverse traits. These deficiencies are reflected in schools in low achievement, low intelligence test scores, poor attendance, and high dropout rate.

In order to improve the situation a program of education, adapted to the needs of these children, must be developed. The organizational patterns within the school must be modified. There must be proper selection and utilization of personnel. There must be improved utilization of instructional equipment and materials and there must be involvement of parents and of the community in the educational program.

The educator must go to the root of the matter and he must deal with the whole child. The root is in the social and economic conditions in which the child exists. With this as a philosophical base, each city is attempting to demonstrate some promising practices. Projects underway are classified as preschool, the community-school-parental involvement, preservice and inservice education, involvement of public and private agencies, reading instruction, employment, examination of the role of the school, organization and curricular modifications, cultural enrichment, and remedial programs. In all of these projects, prevention and remediation are emphasized with prevention becoming the dominant theme throughout.

* * * * *

In his opening remarks, Mr. Jacob Landers of New York City explained that Higher Horizons is not a school program for delinquency prevention and control, or for reduction in the number of dropouts. It is, rather, a program of improved education for disadvantaged children. Dissatisfaction and frustration, continued over a period of time for children who already show tendencies toward alienation from school and society, may well result in dropouts and delinquents.

Mr. Landers gave a general description and comparison of the Demonstration Guidance Project and the followup Higher Horizons Program. The Demonstration Guidance Project began in January 1957, in one junior high school. Of the 1,400 students, 717 who showed greatest academic promise were selected for special attention. About half of these survived the junior high school years and entered George Washington High School. When they graduated in 1960, 61, and 62, it was determined that their survival record and performance were significantly superior to the survival and performance of students from the same junior high school who graduated from George Washington High School in 1957, 58, and 59.

In 1959 and again in 1960 the project was extended to many other grades and schools involving a total of 98,000 pupils in the broader Higher Horizons Program. The goals of the Demonstration Guidance Project and the Higher Horizons Program are quite different. Demonstration Guidance had the unitary goal of graduation with a high school academic diploma and college admission. Higher Horizons is an attempt to create a program of improved education for all disadvantaged children, regardless of whether or not they might possibly go to college. The Demonstration Guidance Project dealt with a selected group -- approximately one-half of the junior high pupils who were academically able. The Higher Horizons Program includes all children -- the academically disabled as well as the academically able. The Demonstration Guidance Project dealt with only one school, whereas the Higher Horizons Program deals with many schools.

The Higher Horizons Program has caused more pupils to enter high school, and their aspiration levels have been raised. Full data on results cannot be released for some time. The program in general includes curriculum modification, expanded programs of individual and group guidance, improved instructional services such as smaller classes, coaching, and summer school, inservice education of teachers, parent education, programs of cultural enrichment, and special efforts to raise the self-image of the pupil.

Much work has been done to identify the academic potential of the youngsters. Tests and predictive measures have been used. It appears that the SRA nonverbal I.Q. and the Stanford Paragraph Meaning are the most promising. Verbal I.Q. tests proved to be the least effective as predictive factors. Motivational factors seem to be more important.

The initial Demonstration Guidance Project showed that a school system can raise the aspiration, vocational, and achievement level of large groups of disadvantaged students. These children can learn, they can graduate from high school, and they can go to college.

In order to provide equal educational opportunity for disadvantaged youngsters, more special services must be provided. There must also be organizational changes, cultural enrichment, emphasis on psychological factors, and changes in testing programs. There must be genuine belief in the educability of children on the part of everyone serving them.

Reactor Panel

Dr. Passow presented the Reactor Panel. A summary of their comments follows.

Our overall job is to help students to look at their own problems. Many of the concepts in the Higher Horizons Program can be incorporated in the school without any increase in the budget. By incorporating concepts of the Higher Horizons Program the school can raise the achievement level of the students, improve the social and cultural behavior, encourage parents and pupils to set higher levels of aspiration, and improve reading skills and reading habits. Teachers need inservice training in order to understand the culturally deprived student and to develop appropriate attitudes toward him.

Problems of youngsters in the rural or hinterland areas are quite different from problems of youngsters in urban areas. However, since nine out of ten rural youngsters will move to the city, the problems of rural individuals automatically become problems of the cities. Rural children are faced with the same kind of boredom that confronts urban children. The school environment is boring to many children in both areas. We must understand the nature of the youngster's problems before we can do anything constructive. There is no point in holding youngsters in school or bringing back the drop-outs unless we alter the school program to fit the pupils' needs. Providing the proper educational experience for disadvantaged youngsters in the hinterland is different from the job required in the cities. In the cities there may be an entire area in which all the children are disadvantaged. Hence, there is homogeneity and the basic approach can be made for all. Disadvantaged children are not congregated in rural areas, hence there is a different problem of selling compensatory services where the clients are widely scattered. Motivation toward college is different in rural areas since the nearest college may be many miles away from the child's home. In either situation there must be a reaching out to the parents and an involvement of parents in decision making. Since rural children must adapt to urban environment, it would seem desirable to take the rural children into the cities on field trips and, if possible, bring some of the urban environment into the rural areas. We should attempt to analyze the rural background of children coming to urban centers because they bring different cultures with them.

A description of the Central Harlem Project indicated that a major handicap stems from the great gulf between the world of the teacher and the world of the deprived youngster -- especially the Negro youngster. By and large, teachers come from a larger cultural perspective than do the culturally deprived children. Teachers lack certain elements of cultural orientation. In culturally deprived areas many teachers feel insecure, inadequate and defensive, and may take the attitude that deprived youngsters cannot learn.

Discussion and Questions

Questions raised during the discussion period included the following: Is there any evidence that the Great Cities Project has had any impact on delinquency thus far? Are we reaching the hard core group by this method? Is anything being done specifically on inservice training for teachers? How do you change attitudes of teachers? How does the Great Cities Program free people at the bottom? What are the specific dimensions of the educational block caused by poverty? Should educators get involved in the whole process of social change?

Dr. Passow gave the final statement of this session by saying that we might recommend some funding for basic research on the problems discussed. Poverty alone is not the basic explanation for lack of achievement -- we need to understand group differences. Poor teaching attitude may be only a defense mechanism that comes from frustration because of lack of skills and teaching ability. We need to find out the real causes of poor academic achievement.

Second Working Session

Progress and Prospect of Meeting Problems of Juvenile Delinquency

Dr. Herbert Schueler of Hunter College introduced the speakers.

Mr. Alva Dittrick of Cleveland, speaking on Remedial Education Programs, stated that any widespread effort of a community to develop programs of juvenile delinquency prevention and control must recognize the strategic position of the school. While schools cannot control the economic and social forces that may spawn delinquency among youth, more intensive and imaginative efforts may enable more youth to overcome the handicaps of cultural impoverishment and the unreadiness of learning and living.

Remedial education has been an accepted aspect of the public school for some time. Most common among remedial programs is a variety of approaches to improve and reinforce reading ability. Other efforts include programs in mathematics, intensive guidance, cultural enrichment, team teaching, work experience, and tutoring. Eleven of the Great Cities have been

conducting experimental programs under the "Grey Area Projects" financed, in part, by the Ford Foundation. Each is designed to serve deprived youth of depressed urban communities. Project directors report with enthusiasm that many boys and girls are being readied in different ways that build greater hope and enhance opportunities. Since traditional approaches to remediation will not be adequate today we need to provide compensatory and remedial services that take new forms with broader approaches. Remedial programs must be designed to compensate for failure or lack of opportunity, thereby developing a greater readiness on the part of the pupil to meet more demanding experiences.

Cleveland attacked the problem of bringing about greater readiness on the part of the pupils by selecting the Addison Junior High School for special study and development. This school is located in a deteriorating area of the inner city and is confronted with problems of overcrowding, poverty, immigration, mobility, and delinquency. Since many incoming pupils find it difficult to cope with the traditional junior high school program, ten experimental transition classes were organized at the seventh grade level. Age in grade, past academic performance, and degree of retardation in reading and arithmetic were among the criteria used in selecting pupils for assignment to these classes. Classes were relatively small (25 pupils) to allow for individual attention. A practical relationship between subjects as well as between school and future life became an objective of the program. A semi-core type of curriculum was developed. Pupils remain in a single classroom and teacher specialists in science, art and mathematics come to them. The teaching of reading is a responsibility of all teachers. As pupils are able to compete in regular class instruction, they are removed from the transition program. This may take place at any time.

In developing the plan in Cleveland, a steering committee was formed, a series of faculty and department meetings and workshops were held, team planning was instituted, all new teachers attended a preschool workshop, home visitors reached all incoming students prior to the opening of school, and during the year all staff members involved in the transitional program attended weekly meetings.

In summary Mr. Dittrick stated that if the satisfaction of pupils and staff and particularly the teachers of these classes can be considered as criteria, this innovation merits further study.

* * * * * *

Speaking on the subject of Cultural Enrichment Programs, Dr. Benetta Washington of the District of Columbia school system stated that "culture" is without question one of the most ill-used, misunderstood words in the English language. It means different things to different people. Well meaning teachers, educational administrators, and civic groups know that culture is

desirable for youth in their charge, so they glance about the community to find something that smacks of the hightone, if not the highbrow, gather their students into fairly homogeneous groups and head them off to a local museum, park, library, or theater, secure in the knowledge that they have "culturally enriched" the lives of these students. To many youngsters such experience is merely a pleasant relief from classroom tedium.

It is important to understand what cultural enrichment ought to be before any attempt to discuss its possibilities in curbing juvenile delinquency can be undertaken. It may be that youngsters from the lower socioeconomic groups are not necessarily culturally poor but merely culturally different. If "culture" means the "complex of distinctive attainments, beliefs, and traditions constituting the background of a racial, religious, or social group" -- then clearly our students, in some respects at least, are culturally different but not culturally deprived. From this point of view an imposed, haphazard familiarity with the theater, opera, modern art, ballet and concerts does not define culture.

Our basic problem is to do what we can to help build of our youngsters fully integrated personalities for whom the best of western culture can play a meaningful part. We are seeking to develop an integrity -- integrity in which a youngster neither placidly accepts all of his present values and commitments, nor ostentatiously assumes the forms and trappings of a culture which he might wear like some fancy new coat. We should take care not to glorify a middle class culture which exists, perhaps, more in our imagination than in reality. The gap between cultures may not be so wide as some would like to believe. However, it is fair to say that there seem to be certain general characteristics of cultural poverty which many of our youngsters possess: a lack of basic knowledge and information; difficulty in communicating verbally; and above all, an ignorance of themselves. Self-knowledge can be a form of therapy, a force for change, and an inspiration for growth into responsible and creative human beings. Lack of self-knowledge is one of the basic characteristics of cultural deprivation. Because of lack of self-knowledge many youngsters come to believe what they have been told about themselves: that they are inferior; that they are failures; that they have no future ahead of them; and that they are just one vast group of juvenile delinquents and culturally deprived youth.

We in the schools should be frank to admit that we have played our part in creating and maintaining this feeling of failure and this pathetic concept of self. The schools should be devoted to developing agile minds and strong spirits and unique human beings, each of whom appreciates his own uniqueness. Too often we have rewarded the rigid mind and the docile spirit. Because of our attitude, many of the strong and agile have left our ordered classrooms for the more challenging and seemingly less defeating atmosphere of the streets where individuality, some of them hope, can be discovered and maintained. This is tragic because the schools are the last and main hope for developing agile, strong, and independent spirits in our youngsters.

We can meet the challenge, first of all, by facing the fact that the traditional curriculum has failed to reach most of our so-called deprived youngsters. New kinds of work-study programs, emphasizing individual creativity, both on the job and in the classroom, are required. The curriculum can be made to teach clear thinking, frankness, creativity, and a questioning, probing attitude toward self, life and society.

The real place to focus our attention if we wish to develop meaningful, long-range programs of cultural enrichment is upon the problem of training teachers. An important part of a student's concept of himself can come from his interaction with his teachers. Agile minds in students are not going to be developed by rigid minds in teachers. Strength of spirit is not going to be developed either by weakness or domination on the part of teachers. Teachers must be trained not only in their subject fields, but also in the psychology and sociology of the culturally deprived. It is the teachers who are primarily responsible for transmitting culture in the schools. We must introduce enough flexibility into our teacher-training institutions and into our certification requirements to make teaching in this country not a threat to idealism and imagination but an outlet for idealism and imagination.

Culture is a set of values -- not a series of concerts. The most important way to build a set of values into the curriculum in a way which the students can absorb is to have teachers themselves who are agile in mind and strong in spirit. The challenge of cultural enrichment is thus really a challenge to teacher enrichment, for it is the teacher who is in the most strategic position to help channel cultural conflict into real growth.

* * * * * *

Dr. George Brain, Superintendent of Baltimore City Schools, speaking on the topic, Inservice Teacher Education, stated that inservice education of teachers is essential for a long-range program of delinquency prevention. If delinquency is a social disease we must treat it at its origin. Hence, teachers become somewhat like physicians in analyzing the difficulty and administering the corrective measures. We cannot cure delinquency except by deep therapy. We have to probe deeply into our social and economic conditions and make drastic changes no matter how costly.

Inservice education does not involve necessarily the setting up of new agencies in most communities and neighborhoods. Rather, it involves by and large the use of those agencies which already exist. But, it requires their effective coordination for a unified attack on delinquency at its roots and in the social and economic conditions which spawn it. There should be in every public school system adequate facilities and trained personnel to spot and treat problem children. School buildings should be

open in the afternoon and evening hours for well-organized, well-directed, and supervised study and recreational programs for both young and old. The American school of today must lose some of its rigidity and must adjust the content and method of its offerings more closely to the needs of all children.

It is within the power of teachers to become community leaders in dropout prevention. Teachers know that youth emulates-- youth is active -- youth is restive -- youth is curious -- youth is venturesome -- youth is rebellious. Teachers also know that the neglected youth is the genesis of delinquency.

Inservice education programs for delinquency prevention are of varying types and varying quality. They classify under such titles as extension classes, surveys, workshops, consultant services, institutes, practicums, seminars, clinics, work conferences, and study groups. Experience in such programs will add to the strength and quality of the professional staff of the schools and other youth-serving agencies. Value and purpose are the architects of the inservice program. Any inservice program will fall short of its highest purpose if it does not bring about changes in understandings and attitudes and in the behavior of people. Any inservice program should point toward bringing about equality of opportunity, worth and dignity of the individual, freedom of choice, initiative and speech, and responsibility for self.

Inservice programs do not just happen. Provisions must be made to identify objectives, plan both immediate and long-range objectives, assign time for individuals concerned, budget sufficient funds, establish and maintain an adequate professional library, encourage the staff by advancing those who qualify, and authorize short-term leaves and sabbatical leaves.

In Baltimore thirty-three inservice courses relating to problems of delinquency have been offered since 1960. Clearly a program of inservice education is imperative to overcome the obstacles that confront us in delinquency prevention programs.

* * * * * *

Dr. Fred Totten, Mott Foundation Program, Flint Public Schools, speaking on the topic, School Community Relations, stated that the case for school community relations as an important factor in the prevention and reduction of juvenile delinquency is based to a large extent upon the changing role of the family and upon metropolitancy. In rural life the family was like a factory that produced human personalities. Educationally the family unit imparted attitudes, produced feelings and motives, and the skills necessary to sustain the production and consumption of goods. From parents the

children learned personal worth and security. Their production afforded pleasure and success and they were rewarded with praise. The child acquired a healthy attitude toward work and developed sound work skills.

Metropolitan living has brought about a change in the function of the family in the culturally regenerative roles relative to the young. Hence we must re-examine the role of the school and the role of the community in the development of the child's self image, individual characteristics, and life goals. In urban society the school and the community must assume some of the responsibilities formerly assumed by the family for the development of wholesome social attitudes by children and youth.

In order for an individual child to develop to the greatest extent of his abilities, the influence of the home, the school and the community, individually and collectively, must be the best possible. The combined impact of home, school, and community influence will determine to a major extent the nature of the individual from the standpoint of his life goals, self image, and individual characteristics.

The community-centered school is the best means for bringing about the greatest possible degree of harmonious influence of the home, school, and community for the most favorable development of the child and consequently the prevention of delinquency. Schools must be looked upon as centers of service for all people in the community without regard for age, race, color, creed, national origin, or socioeconomic circumstance. The crying need in America and throughout the world today is to open our schools for the use of all people for the fulfillment of their basic needs. We cannot afford to overlook the power of community education for the solution of social problems of all kinds.

In Flint, Michigan, where the community school concept is implemented to a high degree, 41,000 children and youth attended school from 8:30 in the morning until 3:30 in the afternoon for formal instruction during a single year. During the same year 81,000 people used the school facilities each week during the informal and non-required portions of the same day. When that number of people in a city of 200,000 work together, study together, and play together on a voluntary basis there is a good chance that something positive will take place with respect to delinquency on the part of children and adults alike.

Briefly stated, the community school strives to help people realize the great reservoir of strength they have within themselves to solve their own personal and community problems. It attempts to condition people so that they will have faith and confidence within themselves and a desire to find solutions to their problems. It attempts to release in people their creative potential so that they may be able to live worthily and take care of their basic needs. It strives for a "oneness" of purpose and serves as a coordinating agent for other community serving agencies.

In Flint the community school has brought about a relationship between home, school, and community that has made possible the securing of funds and personnel sufficient to establish a number of delinquency prevention and delinquency reducing programs. The Big Brother and Big Sister programs have been most effective. Evening programs of recreation, socialization, and education for teenagers conducted in the schools has had a positive effect. After-class programs for children on school days, Saturdays, and during summer weeks have tended to reduce delinquency. The fact that 60,000 adults go to school has indirect bearing on strengthening the family unit and creating a favorable attitude toward the values of education and the need for cooperative effort in solving social problems. Work experience programs conducted during the school year and during summer weeks have tended to prevent delinquency. The personalized curriculum program for potential dropouts has developed favorable attitude toward acceptable social behavior. A program called "Focus on Achievement" has brought parents into close working relationship with the schools which in turn has developed favorable attitudes toward learning and citizenship development.

In summary it can be said that the community school is the best known agent for integrating home, school, and community relations for effective development of life goals, self-image, and personal characteristics of individuals for the prevention and reduction of juvenile delinquency as well as for the solution of other pressing social problems.

Discussion

Dr. Alvin Loving of Detroit chaired the discussion summarized below.

We need to be more concerned about preparing teachers to work with particular groups of youngsters. Teachers now available and students in teacher training are not members of the social, economic, or ethnic groups that need them most. We will not be able to continue to prepare teachers in general but rather prepare them to live, work, and teach in particular communities where they are needed. We must reorient our concept of how we can prepare teachers, both on a preservice and inservice basis, for the deprived communities.

Individual schools will need to become more involved in the training of teachers for their particular schools. We need to find teaching vacancies, have cadet teachers assigned to these schools, then appoint these persons to regular teaching positions in the areas in which they have served as cadets. In this process we cannot force teachers into particular situations but assign them where they are willing to work and expect them to continue in such positions indefinitely.

We must search for ways of finding fair intelligence tests for culturally deprived youngsters. Verbal tests now available do not measure such traits as curiosity, creativeness, imagination; nor do they do justice to

the agile mind and lively spirit that has not had an opportunity to learn the meaning of the words used in the verbal tests.

The success of the community school depends upon the extent of involvement of the people in the community in using the school for educational purposes. The real power for education should rest in the hands of the people who are the real owners of the schools. The greater the extent of involvement, the greater is the chance that the power structure will become the people themselves and that it will not reside in the hands of a few aggressive, self-centered persons.

Schools may not be the panacea for all of our social ills, but we need to take a hard look at ourselves and our schools to make sure that we are using all of our educational strengths to serve the basic needs of our people whether they be educational, vocational, recreational, social, or in the field of personal and community health.

Third Working Session -- Thursday, October 31

Progress and Prospect of Meeting Problems of Juvenile Delinquency

Before Dr. Alberta Baines of Houston introduced the speaker, she briefly described a program in Houston aimed at talent preservation of culturally deprived youngsters. She explained that only a small percent of the children selected for this program failed to succeed. About 85 percent are still in the program at this time and of the other 15 percent several were moved forward into the standard program for other children.

Dr. George Weber, Coordinator of Youth Activities, U.S. Department of Labor, speaking on the topic Work-Education Programs, called attention to the fact that during the school months of 1962 from 600,000 to 800,000 young people between 16 and 21 years of age were out of school and looking for jobs. It is important to note that unemployment among teenage Negro youth is double that of white boys and girls. In addition, school dropouts suffer most from unemployment and have the greatest difficulty in finding work. During the 1960's, 26,000,000 will leave school and seek jobs. If our current rate of youth unemployment persists, by 1970 the number of unemployed youth will be close to 1½ million. At the same time, more education and training is being required to fill the available jobs.

The insistent need to find ways to develop effective educational programs to prepare the young to find a satisfying and productive place in society has led educators, businessmen, and industrialists to develop work-study programs. This is a means for relating school curriculums to work opportunities. In such programs students attend classes in school part of the time and work in an occupation part of the time. There are three basic types of work-study programs. There is the work-experience program which seeks to familiarize students with various kinds of work according to the students' vocational interests and aptitudes. The related work takes place in the school itself, in industry, in business, or in a professional office. General work-experience programs provide students experience in jobs that make regular work demands on them. These jobs are not likely to relate to the youth's career. The third type is the vocational work-experience program where jobs are related directly to vocational training and the youth's projected career.

Work-study programs become systemic linkage systems between two subsystems of society -- education on the one hand and work on the other. Both school counselors and industrial personnel observe and evaluate the student's work. The linkage of the two subsystems must be such that each is willing to contribute to the cooperative venture. The educational goals of the school and the production and profit goals of business must be harmoniously served.

While life in school and life at work are usually somewhat different, students with at least average intellectual ability, who are well motivated and personable, can usually meet the teachers' requirements and those of the work supervisors. Some students with limited academic ability and interest have a positive orientation to retail sales or service trades, and the ability to meet the schedule of a store or a shop and maintain a special interest in work for pay. In some cases, important differences between the social environment of the school and the place of work may aggravate a youth's problems. The student worker will observe that the social hierarchy in the place of work is determined by different criteria from that of the school. At school, prestige is apt to be achieved through succeeding in high valued activities such as athletics, as well as more scholarly events, grades, and having personal attributes attractive to other students. On the job, however, these school achievements count for very little as seniority, ability to perform certain work skills, a record of high productivity and getting along with one's associates bring the worker the greatest prestige. Work rules in the two subsystems may frustrate some youngsters -- in school there may be a rather even flow of set tasks while industry and business are subject to fluctuating variations in the workload and jobs must be completed within a limited time.

As we consider a youngster in relation to his two subsystems it must be realized that significant alterations in either subsystem may be related to the other, and, if indicated, adaptations should be made. A work-study program must be, internally, well integrated to mobilize the resources of education work. No linkage system can survive for long if its internal structure is shaky and inefficient.

Fourth Working Session

Educational Innovations and Pilot Action Programs

of Three Delinquency Demonstration Projects

Dr. Abraham Tannenbaum of New York City reviewed the Mobilization for Youth Program. He stated that there are five general areas of concern in the mobilization project. The first area is curriculum services as provided by the Curriculum Center to the schools in the community. A curriculum center has been developed for the purpose of assembling material appropriate for use in a depressed area. Ten people from the curriculum center go out to the schools and help teachers find new materials and design new techniques. Attention is being given to programmed instruction.

The second area of concern deals with curriculum in the schools. An effort is being made to enrich language development at the preschool and primary grade levels. As a preventive measure much work is being done to build up a readiness to handle the required curriculum, especially in the language area.

The third area is teacher education. College courses do not seem to supply all of the teachers' needs. Much must be done to help the teacher understand the child from the background of his home and his community. Social workers are helping teachers prepare for home visitations they are expected to make. It is hoped that teachers will learn to translate some of the things they discover in the home into program elements in the curriculum. For example, if nutrition is a problem in the home certain elements of nutrition material might be worked into the school program.

The fourth area is that of correction and remediation. In this effort two reading clinics have been opened -- one for elementary and one for junior high school students. Effort is being made to train parents to help youngsters with their reading. Much is done in the remediation clinic to help youngsters with their auditory problems relating to reading. In addition to the reading clinics, corrective reading specialists are working with groups of youngsters. Practices discovered in the clinic are being tried out in the group approach. The homeroom helper program is also a form of corrective effort. In this program some three hundred youngsters are helping with after-school tutoring of fourth and fifth grade children. Tutors receive help from master teachers in tutoring techniques. The program seems to be having a positive effect both on the children and on the tutors. Companionship between tutor and the one being tutored seems to have motivational value. Another approach is designated as education guidance and tutoring. Many youngsters come into the mobilization center who are near illiterates and who are school dropouts. They want to be educated but do not want to return to the formal school program. An educational guidance program is being developed to help such youth.

The fifth area is in the field of pupil personnel services. There are guidance workers in the elementary school. In the early grades the guidance worker takes small groups of children from the classroom and gives them special tutoring in an effort to help them build an appropriate self image and start toward the establishment of some worthy life goals. Guidance workers give much attention to the low achieving pupils. The attendance program with one attendance teacher to five junior high schools is another pupil personnel service. It is intended to provide youngsters who need help with experience in the various work centers. If this program matures, each selected student will spend two hours each day in a shop or business establishment and his school work will be coordinated with his work experience.

In his closing remarks, Dr. Tannenbaum said, "We do not yet have the answers but in our search for answers we do not wish to duplicate the mistakes we have made."

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Mr. James Misch of Cleveland, speaking on Community Action for Youth Program explained that the program was conceived in the spring of 1962 when the major local agencies -- the Welfare Federation -- the county -- the schools -- and the courts contributed personnel to plan and develop the program. The seven action programs conceived were: youth employment, preschool family nursery, enforcement and court program, special treatment, community support, school program and service to families. It was agreed that if the demonstration was to succeed the schools must take the lead. Hence, the school program became the greatest single part of the Cleveland project.

The Community Action Program encompasses three major emphases: (1) schools must provide directly and indirectly for the lacks in the home situation of the community, (2) basic communication skills must be mastered, (3) work skills and attitude toward work must be improved. Through these emphases, Cleveland schools expect to devote a sizeable effort to the identification and solution of problems of children in disadvantaged areas.

To accomplish the established objectives the curriculum is being extended downward to preschool youngsters, is relating to parents, and is being generally adjusted in the junior high school. At the senior high school level it is proposed to initiate a program of curriculum revision with particular emphasis on occupational and vocational preparation and appropriate guidance.

The program will also provide an increase in service and activities for pupils and parents in the areas of attendance, health, parent education, psychological services, and home visitation.

For teachers and prospective teachers a continual inservice program is planned to sensitize them to the opportunities for personal and professional growth in the large city school system as well as to upgrade the professional knowledge and skill of the entire staff.

For the reconstruction experiment the Hough Area in Cleveland was selected for a number of basic sociological reasons. Dropout prevention classes have been developed in block time arrangement in the industrial arts and home economics departments. There is good evidence to indicate that this program is improving the attitude of youngsters toward education and toward wholesome life goals. Every child in the Dropout Prevention Program went on to high school and is still attending. This did not happen prior to the program.

The transition class is helping youngsters adjust to junior high school routine. In this program the self-contained class plan is used with a core type arrangement. Pupils remain in a single room and special teachers come to them. Such procedure has improved the work and attitude of the pupils significantly.

These programs in cleveland have changed certain attitudes at the administrative level. Administrators are more willing to let things be tried. Preschool orientation programs have reduced the turnover among teachers. The recruitment of teachers has become more realistic.

Reading centers were established in six junior high schools for the purpose of training reading teachers. Also, a home visitation program was developed that brought about good results.

As a result of careful planning and good organization the Community Action for Youth Program has brought about an extended day which provides for after-class activities. Other programs include an experience enrichment program, incentive classes, reinforcement classes, hobby classes, remedial reading, a college incentive program, a work orientation course, and many related programs. The total project involves approximately 1,500 pupils. The number to be served in the future will be much greater.

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Dr. Laurence Paquin, Superintendent of New Haven Schools, explained how the redevelopment and renewal program in New Haven began about ten years ago. Having changed the physical appearance of the city, the mayor, board of education members, and other leaders realized that the human resources of the community could not be neglected. With the money raised by a bond issue new schools were built, old ones were modernized and renovated, an educational "task force" surveyed the instructional program, and the administrative-supervisory pattern of the schools was changed. For further help in bringing about change, funds were secured from the Ford Foundation and the Federal Government. A local guiding agency known as CPI (Community Progress Incorporated) was formed. In addition to working with the schools, CPI works with the departments of health, police, welfare, recreation, and private agencies including Yale University, labor unions, department stores, industrial firms, community councils, and various neighborhood groups.

The community school concept has been implemented in six schools. Through this concept schools have become educational centers for children and adults alike. They also serve as neighborhood community centers, as centers for community service, and as centers of neighborhood and community life.

A summer school program has been set up for pupils from grades 4 through 12. The summer program gives the youngsters opportunity to explore new fields of knowledge and to do refresher work in mathematics and reading. Comments from both students and teachers indicate that negative attitudes toward learning are being significantly reduced.

Job retraining programs on a short-term basis (5-6 months) have been set up cooperatively by CPI, the school system, the State Department of Education, the State Department of Labor, the State Employment Service, and private employers. Such programs are providing training in work skills for the unemployed and trained workers for local firms. Presently there are programs

for draftsmen, typists, workers in the food service trades, auto body workers, maintenance workers, and X-ray technicians.

An individual planning program has been established in one of the junior high schools. This activity, with the help of guidance personnel, is designed to adjust school experience to the individual student's abilities, interests, objectives and motivation.

In six centers 180 children are taking part in a pre-kindergarten project. While the children are engaged in their nursery learning activities the mothers receive help on such problems as meal planning, homemaking, child rearing, domestic relations, and the like.

Through the work-experience program the school assumes the responsibility for basic education in reading, writing, spelling, mathematical skills, work habits and the like, while specialized skills (still under the direction of the school) are obtained in work situations in the field. In the junior high school, students are receiving work experience as custodians' helpers, cafeteria aides, helpers in various school offices and libraries, and as aides to teachers.

Study clinics are now in the formative stage. All junior and senior high school libraries are being opened as study centers and special help is provided. Students from Yale and other colleges make themselves available as tutors on a voluntary basis.

In closing Dr. Paquin said, "We are not where we should be; we are not where we ought to be; but we are not where we were."

Fifth Working Session

Delinquency Project Education Action Programs

and Tentative Education Action Plans

Dr. Sam Shepard, Jr., of St. Louis Public Schools, introduced the speakers. Mrs. Martha Wilson, of Charleston, West Virginia, began by referring to Robert Frost's poem, "The Death of a Hired Man," and stated that many people in the communities in Kanawha County, West Virginia, have nothing to look forward to with hope and nothing to look backward to with pride.

Accurate information on juvenile delinquency is difficult to obtain in the rural areas as law enforcement is minimal, and recordkeeping leaves something to be desired. However, it is well documented that many residents of rural Appalachia are migrating to northern areas in search of jobs, and coming to the attention of police in the new environment.

The disadvantaged in Southern Appalachia are of three general types: the mountain people, the miners, and the Negroes. The mountain people make poor adjustment to urban life. The miners have great camaraderie among themselves but comparatively little contact with the outside world. It is difficult to integrate the Negro into the student body of the school. Teacher attitude toward the Negro is sometimes tragic. One teacher said, "We let them come to our school, but they know their place." "Corporation gypsies" form another disadvantaged group in Kanawha County. In general the student body of the school reflects the tremendous economic disparity within the county.

Some schools have a preponderance of students from a particular economic social class. In areas where there is a great interest in education, children go to private kindergartens (there are no public ones); PTA groups raise large sums of money to supplement the inadequate school budget; teachers seem to be better qualified, more enthusiastic; and children have whatever it takes to do well on tests.

We feel that in spite of many economic and social handicaps, changes in the educational and life preparation situations of these Southern Appalachian students will have to occur and that public education should be a major instrument in bringing about these changes. Because of the rugged terrain and the distribution of the population, an unknown number of children scattered throughout the county never attend school. In some schools not a single child has an employed father. Hence, we are looking for a way to relieve indigency without destroying self-respect.

Schools should recognize the strengths and needs of disadvantaged students; these students should not be rejected because they lack middle-class values and mores. For example, a number of homes are without plumbing, consequently, standards of cleanliness cannot be expected to be too high. We must also combat anti-intellectualism. The school should be regarded as the way up the economic and social ladder. Disadvantaged youth should be equipped to go where the opportunities are, and to make a successful adjustment, our youth need more preparation to take advantage of the resources of the city.

We also believe that schools should be deinstitutionalized sufficiently to accommodate the nonconformist, the nonverbal, and those who have quit and wish to return. We need to recruit and train teachers who understand the learning processes of the disadvantaged and who are able to adapt the subject matter to fit the academic level of their students. In cooperation with other community agencies schools will also have to look at and treat the numerous physical handicaps of our mountain children.

In this regard the Charleston Youth Community hopes to stimulate change in the entire community in a number of indicated directions through a variety of programs which will be both educational and noneducational.

In closing, Mrs. Wilson challenged the thinking of the group by saying, "May we, in our shared concern for reaching the disadvantaged through education, be as receptive to growth as those who are the objects of our concern will be if we succeed."

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Mr. Frank Shuler of Chicago, speaking on the Chicago delinquency project, recommended progressive experimentation as a road toward bringing about impact on the juvenile delinquency problem. We have tried about everything known to try, therefore, real innovations are quite rare.

Chicago's problems are in no way unique. Practically every problem previously discussed prevails in Chicago. Chicago has the disadvantaged, the underachievers, and the dropouts. In Chicago, effort is being made to interrelate the various resources that can help in solving social problems. The real purpose of the Chicago program is to experiment with all coordinating institutions and not depend too much on a single school system. The ideas we have innovated thus far just aren't good enough.

In our approach we are going to have to test our programs and practices as we go along. Deferred results by long-range planning will not meet the needs of the youngsters today. We must have programs that will give results here and now.

We need a system-wide type of experimentation and must not depend on the automatic transfer of what is found in a single area to the larger overall system. The problems in the larger area are different from those in the local area. Implementation on a system-wide basis requires a different concept and approach from that required on an individual school basis. Change must take place system-wide, not only at the teacher level but also at the higher levels. We must change some of the mechanism for selecting people at the top. Inservice training is not sufficient. In spite of good inservice programs there will still be teachers who are underachievers just as there are children who are underachievers. Somehow or other the recruitment problem must be solved.

It will be possible in Chicago to institute new courses and new methods of teaching in the area of vocational education. Something else is needed in this area -- we've got to review our whole system of thinking about vocational training. Some of the Federal rules and regulations must be changed.

A troublesome thought in relation to the community school idea is that it is a cure for everything. People have the attitude that everything must be left to the school. The community school cannot be operated from downtown. It must extend itself to cooperate with and strengthen organizations outside its area. It must condition other agencies to do a portion of the job which it must temporarily do alone.

The underachievers must have new help but in such a way that it does not handicap those who can achieve at a rapid rate. Some rapid achievers are being told to get back in line because they are learning too much. This attitude defeats our whole purpose of education.

Mr. Shuler closed by saying. "I am encouraged by this conference in all ways except one. I feel a distinct lack of knowledge about what fails. I wish I had heard more of this during the conference. I would like to know what doesn't work. Since you haven't told us I think we are going to try to find this out in Chicago."

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According to Mr. John Landrum of Los Angeles County Schools speaking about the program of the Youth Opportunities Board of Greater Los Angeles, the Board combines five governmental bodies -- the State, Los Angeles County, the City of Los Angeles, Los Angeles County Schools, and Los Angeles City Schools. The goal of the project is to reduce the number of youth who fail to grow up successfully and to help them assume positive responsible roles in society. The project hopes to reduce delinquent activity, increase academic achievement, reduce the number of dropouts, increase the number making realistic educational plans, and increase their opportunities for employment.

The demonstration area contains 200,000 people: 56% Negro, 19% Spanish-American, and 25% Anglo-American. Half the population is within Los Angeles City and the other half is distributed in the cities of Compton and Gardena. The children in the area are academically retarded their families are often poor, and they have low aspiration levels and inadequate self images.

In order to help each child reach his greatest potential the schools have identified three central project emphases. They are: (1) to raise the academic achievement, (2) to develop a comprehensive, broad-based, action-research program involving a combination of school-centered and inter-agency-centered activities designed to have a maximum impact on the school and community, and (3) to develop community understanding of the educational process so as to influence public policy with regard to improving attitudes and increasing financial support for education in disadvantaged areas.

The preschool program in two schools will provide developmental and school readiness experiences for culturally disadvantaged children. The ungraded primary plan will be placed in two schools for grades 1-3. Preplanning for this will include teacher inservice education, curriculum planning, and parent-community involvement. A special kindergarten program for disadvantaged children will be incorporated in four schools. An oral language improvement program for children in grades 1-6 will be introduced. Parents will be involved in this program.

Each of seven elementary schools will add two special reading teachers and one community-school worker. Specialists will give help to children in reading, help to teachers in curriculum development, and consultation with parents.

Through the reception-room idea in two schools children will first be placed in an ungraded class, where a professional team of social worker, counselor, teacher, nurse, and physician will work to effect the best possible adjustment of the child and parent to the school and the school to the child and parent.

The school will be used as a community center by parents, teachers, and pupils for cultural enrichment, recreation, social service, tutoring and community development. A comprehensive reading program will be developed in one of the junior high schools. Reading will be emphasized in every subject area. Parents will be involved. Through the social adjustment project each student will spend a block of three periods in a group of not more than 15 with his teacher-counselor. The remaining periods will be spent as needed--at home, at work, or in elective classes.

There will be a preventive program of group counseling for students unable to achieve socially responsible behavior. Students will attend a regular schedule of classes and meet with the counselor at a designated time. The counselor will work closely with the teachers and a school social worker will play a key role in bringing about greater understanding and participation on the part of parents and community agencies.

There will be a demonstration program of vocational guidance services involving individual counseling. Counselor-pupil ratios will be reduced in two schools. A guidance and counseling center with two curriculum specialists will be developed. There will also be a changing focus for group and individual guidance. Personnel from social work agencies and the department of employment will be established. An employment service counselor will be added to the staff. A tutoring and study center project is underway. Three tutor study centers will be provided by the community outside the school. When all of these programs are carried out, the purposes of the Youth Opportunities Board of Greater Los Angeles will be partially met.

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Mr. Donald Bevis of Minneapolis explained that the Minneapolis Youth Development Project has progressed through the stages from data collecting, to target area selection, to idea collection and involvement of local agencies and people, to commitment of resources. The target area includes six elementary schools, three junior high school districts, and three senior high school districts.

Program ideas have been secured from faculty members, the Minneapolis Public Schools Central Advisory Committee, the University of Minnesota, labor leaders, church groups, clubs, PTA's fraternal organizations, teenage groups, people living in the target area, public and private agencies, and through an examination of the literature.

Many of the assisting groups have expressed a desire to assist in some particular project. A family approach to the reduction of dropouts will be attempted between a target junior high school and the Family and Children's Service Agency. The Family and Children's Agency will go to the homes where dropout influence is pronounced and work with the youngster and his family.

Volunteer "reading ladies" will help with second grade pupils in the elementary schools. The ladies will take the children to the library after school, help them select books, listen to them read, and read to them. This experience is expected to acquaint the youngsters with their neighborhood library, show the youngsters that someone is interested in them, make reading a fun experience, and provide parents with reading lists.

Businessmen on a volunteer basis are visiting selected classrooms once a week. This provides the children with a male figure with whom to relate, gives the teacher a lift, and enables the businessmen to learn what is being done in disadvantaged area schools.

Two preschool programs are being planned. One is in conjunction with a settlement house and the other is being considered by a city-wide women's group.

Last summer the University of Minnesota conducted a principals' institute. This fall the principals and staff members conferred to consider what is needed by the disadvantaged youngsters and to explore techniques for providing the best possible education for them.

Some of the school programs contemplated are preschool programs, development of reading materials for grades 1, 2, and 3, a jobs-for-youngsters program, reading centers, increased library use, summer school opportunities, youth development teams, orientation classes, transitional programs for potential dropouts, teaching techniques with reduced dependency on reading, post-school counselor programs for followup studies, a camping program, neighborhood study halls, teenage study teams, and community schools. A great deal of cooperation and assistance from the entire community is being enjoyed. The climate for change in Minneapolis is excellent.

Reactor Panel

The discussion and comments by the Reactor Panel are summarized below.

How we are going to find the leadership for all of the services proposed? We are talking about 750 new community health services alone and we do not know how to find leaders even for this one effort. Perhaps in time some of our so-called disadvantaged people can rise to the level of responsibility for such jobs.

Teachers may be responsible for some of the lack of progress we experience. There is sufficient documentation for the expression, "Let's go," among the teaching staffs of our schools. The crucial problem is one of administrative leadership and organizational structure. Teachers must gain freedom to teach.

We need a decentralized administration that says, "this is the problem, let's work it out together." We need the kind of administration that brings school and home together and makes the system come alive. While money is always useful, we need to do a better job with what we have and not assume that money can substitute for effective leadership.

The neighborhood school concept gives much promise but let's be sure that we do not use it to protect what we are doing or as a device for containment, keeping the Negro population where it is. Much research is need on the neighborhood school. We need to do something about the great gap between research and implementation. We need to energize our administrators on this job.

There seems to be great uniformity in the kinds of corrective programs we have been discussing. Let's be aware that different settings require different approaches. Projects on teacher training should not all be of the same type. Perhaps we need to recruit teachers from our low-income population in order to get a corps of teachers who will be more effective in coping with children from low-income backgrounds.

We must not spread ourselves too thin. We must decide on our priorities whether they be academic achievement, self image, life goals, or individual characteristics. When we establish our priorities we must then get our communities to accept the things we want to do in our schools. We should find a way to meet our immediate problems and use what we find workable as the first phase of a preventive approach over the long haul.

The contribution of the school will depend upon the extent to which we can affect the existing curriculum. We must change something within the school itself if we wish to make progress in the direction of helping the disadvantaged child.

The junior high school is a most vital segment of our school structure in reference to delinquency. One of the greatest needs is in the field of reading. We must have a new influx of qualified reading teachers for the junior high school. If we are going to depend on inservice training of teachers we cannot expect them to do all that is necessary on their own time. Time for this purpose must be allowed during the regular school day.

Concluding Session

Overview, Suggestions, and Recommendations

Dr. Eric R. Baber of the U.S. Office of Education, presented the final two speakers. He requested that upon returning home each one make notes and give suggestions that might be included in the conference report and send the suggestions to Mr. McGuinness. Dr. Baber then introduced the persons who had not appeared on the program and expressed his pride in the work of the Office staff of the Juvenile Delinquency Unit in preparing and directing the conference. He said that the conference has successfully brought about a useful exchange of information to those present and, through the report, the ideas will be useful to others for progress and scope of the total juvenile delinquency program through governmental and other agencies.

Dr. Sanford Kravitz, Coordinator of Demonstration Programs for the President's Committee on Juvenile Delinquency, pointed out that the staff of the President's Committee working with the seventeen projects is often cast in the role of warm supporter and critic. He said that the elements of the job at hand are both fearful and wonderful and expressed the hope that much of what had been said would bear fruit. He added that in the role of critic he would have to say that we are not giving enough attention to the personal and institutional blockages which need to be diagnosed. We need more than lip service. We need a realistic interrelationship of school programs with other systems. School programs must not develop in limbo but as a part of an overall comrephensive program. During the conference we have stayed too closely to school problems and have not brought forth enough comment on working with other agencies. There is danger in assuming that the school program is the most basic element in the total program of development. Schools cannot be the panacea for all the problems. There are problems that are more basic than the institution of the schools. Our efforts and procedures must be couched in terms of the broader social problems which give rise to the kinds of systematology disadvantaged youngsters present in school, i.e., such problems as employment, housing, of staying alive, and the like. The school program must be seen in the broader context or we are in danger.

Dr. Kravitz closed his remarks by saying that even though there is some impatience with the progress, we have come a long way in the last two years since legislation was passed -- all is not perfect but the future is indeed fearful and wonderful.

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Mr. Bernard Russell, Director, Office of Juvenile Delinquency and Youth Development, Welfare Administration, Department of Health, Education, and Welfare, explained the status of the juvenile delinquency extension bill. The Senate passed the bill by voice vote. The bill calls for an extension of the allocation of $10,000,000 a year for another three years. The House has deliberated longer and a subcommittee has sent a bill to the full committee.

The House bill provides for a two-year extension and reaffirms some items that will cause something to happen in the District of Columbia. It is hoped that the bill will go through the full house.

Mr. Russell commented on the fact that some say we know enough to go ahead with projects now, while others claim that we still need more time for research. He said that we must protect the programs that are started while we analyze other needs and devise new programs. He stated that we must review our relationship with the communities in the true sense of the word. The Federal Government can give a little money, a little direction and talent from the present staff, and can gather more talent and knowledge from around the country. He closed his remarks by saying, "You are the people who know how to do the work -- we depend upon you with a little bit of apprehension but with a great deal of confidence to do the job for the country."